

**U.S. Department of Education**  
**2015 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Ms. Pamela Williams

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Lake Mathews Elementary School

(As it should appear in the official records)

School Mailing Address 12252 Blackburn Road

(If address is P.O. Box, also include street address.)

City Riverside State CA Zip Code+4 (9 digits total) 92503-7083

County Riverside County State School Code Number\* \_\_\_\_\_

Telephone 951-352-5520 Fax 951-328-7180

Web site/URL http://www.rusdlink.org E-mail pwilliams@rusd.k12.ca.us

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date

(Principal's Signature)

Name of Superintendent\*Dr. David Hansen

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: dchansen@rusd.k12.ca.us

Other)

District Name Riverside Unified School District Tel. 951-788-7135

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Kathy Allavie

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date

(School Board President's/Chairperson's Signature)

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 30 Elementary schools (includes K-8)
  - 8 Middle/Junior high schools
  - 8 High schools
  - 0 K-12 schools
- 46 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
  - ☐ Suburban with characteristics typical of an urban area
  - ☒ Suburban
  - ☐ Small city or town in a rural area
  - ☐ Rural
3. 11 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	66	51	117
1	68	56	124
2	72	53	125
3	57	64	121
4	66	65	131
5	64	69	133
6	73	56	129
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	466	414	880

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
  - 14 % Asian
  - 5 % Black or African American
  - 11 % Hispanic or Latino
  - 1 % Native Hawaiian or Other Pacific Islander
  - 47 % White
  - 21 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 6%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	31
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	22
(3) Total of all transferred students [sum of rows (1) and (2)]	53
(4) Total number of students in the school as of October 1	875
(5) Total transferred students in row (3) divided by total students in row (4)	0.061
(6) Amount in row (5) multiplied by 100	6

7. English Language Learners (ELL) in the school: 7 %  
66 Total number ELL  
 Number of non-English languages represented: 14  
 Specify non-English languages: Arabic, Bengali, Cantonese, Chaldean, Farsi, Filipino, Hungarian, Korean, Punjabi, Rumanian, Sinhalese, Spanish, Urdu, Vietnamese
8. Students eligible for free/reduced-priced meals: 29 %  
 Total number students who qualify: 270

#### Information for Public Schools Only - Data Provided by the State

The state has reported that 41 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 9 %  
80 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>8</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>38</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>40</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	32
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	3
Paraprofessionals	4
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 28:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	96%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: Lake Mathews Elementary School is a professional learning community with high expectations for all of its members. We are committed to implementing best practices in instruction so students attain the goal of being proficient or advanced in all academic areas according to district and state standards.

## **PART III – SUMMARY**

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Lake Mathews was built in 2003 to serve primarily a community of homes in what had been an area of orange groves. It was designed to be a neighborhood school which would also serve students from surrounding, more rural areas. The philosophy of the leadership was to establish a community of learners in which teachers and parents worked in concert to support student achievement at the highest level. A focus was placed on parent involvement and creating partnerships between home and school. A long term goal was to have the school achieve status as a California Distinguished School which it did in 2008.

As faculty came together and established a Professional Learning Community (PLC), the focus was placed on making instructional and program decisions based on what would be in the best interest of the students. The ultimate goal was kept in sight - set high expectations for everyone and expect that all students could and would achieve. We ascribed to a vision of a school where...parents, community, faculty, and administrators encourage and support the students; parents participate in their students' learning experiences; teachers provide a clear and shared focus on student learning; teachers align curriculum and instruction to District and State Standards; teachers analyze assessment data to inform instruction; the learning community collaborates to implement interventions designed to meet the individual needs of all students; students will strive to do their personal best and take responsibility for their own actions and learning; students show respect toward themselves and others regardless of differences.

In an effort to build a strong, well prepared faculty to provide the best first instruction to all students, the principal supported training and professional development for all staff. The philosophy that the community is responsible for all students permeated all decisions related to the use of resources and training. Each faculty member was trained to work with English learners and a multicultural population. From the beginning, the special education resource teacher was included as an integral member of grade level teams with the expectation that students would be served through a push-in and pull out model determined by the need of individual students. Teachers were supported in attending district trainings on curriculum and were expected from the beginning to be contributing members of the grade level team. A focus was also placed on supporting teachers in earning a Gifted and Talented Education (GATE) certificate to learn strategies to serve advanced learners as well as to use in the classroom to challenge all learners.

We as a learning community are committed to the depth and rigor of instruction that was standards-based and student centered. Common assessments to monitor student progress, grade level targeted interventions, student goal setting, budgeted purchases to benefit student learning, nurturing our students, and setting high expectations for everyone have been the norm. We hold each other accountable and support each other to meet the challenges each day. Everyone from administrators to teachers, secretaries, custodians, the librarian, and cafeteria staff work to make the environment one that promotes learning, health, and safety. We have watched as our Academic Performance Index (API) has moved from 802 - 918. In addition, Lake Mathews has met the Federal No Child Left Behind (AYP) Annual Yearly Progress each year overall and in all subgroups. For 2013-14, Lake Mathews was one of nine schools in the Inland Empire to rank in the top 10% of state schools earning perfect 10's on state and similar school rankings. Lake Mathews was one of the four neighborhood elementary schools to earn the honor. The other honorees were charter, private and high schools. On the California Academic Performance Index (API), our school met or exceeded growth targets school-wide as well as for significant subgroups including Hispanic or Latino and socioeconomically disadvantaged. Science results exceeded the district and state averages as did the percentage of English Learners making progress and being redesignated to Fluent-English proficient.

In fall of 2014, our fifth and sixth graders participated in the Gallup Student Poll which measures hope, encouragement, and well-being for grades 5-12. The school results were: 60% were hopeful, 82% were engaged, and 65% were thriving. This was well above the district results of 48%, 55%, and 58% respectively. This is another indicator of the success of our learning community which values a supportive environment for students and their families.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

In kindergarten through second grade, the Common Core State Standards (CCSS) in language arts, social studies, and science are addressed using Riverside Unified School District adopted curriculum.. Treasures language arts texts integrate the study of social studies and science by aligning its non-fiction texts to grade level topics. This is balanced with district approved resources. Word work includes use of daily phonemic awareness, sound-spelling cards, contextual use, and structural analysis (i.e. word sorts and vowel patterns).

Primary instruction in math addresses Common Core State Standards using the district adopted Envision math curriculum with an emphasis on depth of knowledge and critical thinking skills. We use the Common Core aligned Envision math program as a resource to provide instruction with a balance of conceptual understanding, real-world applications, procedural fluency, and application of mathematics. The focus is to narrow and deepen the scope of math and to study deeply the concepts prioritized by standards. Two to four critical areas are emphasized in each grade level and are studied in depth with emphasis on use of manipulatives, practice through developmentally appropriate games and activities, and Common Core daily review. Collaboration is key during Math Talks and discussion of conceptual understanding of the mathematical objectives taught.

In third through sixth grades, the grade level Common Core State Standards for language arts, social studies, and science are addressed using the Riverside Unified School District's Units of Study. These Units of Study integrate reading and writing across all curricular areas. Students read a balance of informational and literary texts. Informational reading primarily consists of content-rich non-fiction in history/social studies, science, and the arts. Students utilize district approved textbooks in each of the subject areas, as well as primary source documents, articles, videos, PowerPoint presentations, reference books, novels, charts and graphs, district approved websites, district Gooru collections, and a variety of Haiku resources.

Both teachers and students at Lake Mathews use technology to access, manage, research, organize, and communicate information and to apply a fundamental understanding of the ethical/legal issues surrounding the access and use of technology. Each classroom is equipped with a laptop for teacher use and laptops or desktops for student use. With funds raised from the school carnival, the PTA purchased fifteen iPads for centers in each kindergarten classroom. There are a sufficient number of Chromebooks on campus for teachers to use for whole-class instruction, intervention, small group instruction, and center work. Teachers across the grade levels use the Chromebooks to teach word processing, to have students access Accelerated Reader (a cloud-based software that measures reading comprehension, reading rates, and reading levels), to use First in Math (an online program that allows students to practice fundamental skills and fluency in basic math operations, while advancing higher-order thinking skills), and to use for research. Teachers utilize PowerPoint presentations and other slide presentations during instruction, as well as district approved websites such as Discovery Education, Pearson Realize, and BrainPop. Our upper grade teachers instruct students on how to create Google docs in science, language arts, and social studies. With teachers' guidance, students are learning to research a topic and create a project, such as a PowerPoint presentation, to share their knowledge with others. In addition, students use Chromebooks to take benchmark exams in math and language arts, and to prepare for and to take the summative statewide assessments.

Each fifth and sixth grade classroom is equipped with a Promethean ActivBoard. These active whiteboards increase engagement of students by focusing their attention and providing increased interaction and engagement during lessons. Interactive whiteboards and Promethean's teaching software, ActivInspire, provide teachers with the ability to have a digitally connected classroom. Teachers also use the Promethean ActiVote system which is a student response system that enables teachers to poll students at any time during class to assess progress and to tailor lessons to specific student needs. They encourage whole-class participation and facilitate formative assessments, and they provide instant results that can be used in real time to inform instruction.



## **2. Other Curriculum Areas:**

Lake Mathews Elementary School offers many other curriculum programs to the student population in the areas of visual and performing arts, physical education, health, and technology. These programs connect students' experiences to the curriculum and build essential skills and knowledge.

All students participate in weekly art lessons or experiences through hands-on activities using a variety of different mediums for art expression. While art improves students' fine motor and visual skills, it is also related to core curriculum. For example, second grade students studied the artist Picasso, examined examples of his artwork, and then created their own self-portraits in the style of the artist. Art is also used by students to express their understanding of a topic or concept. For example, fifth-grade students studying cell structure created 3-D models of plant and animal cells using a variety of media and techniques. Art-to-Go is a collaborative partnership between Lake Mathews and the Riverside Art Museum. This program involves experts from the museum who visit all classrooms and inspire our young artists through integrated art instruction which supports CCSS in science and social studies. After teaching lessons about art and artists of cultural significance, these experts guide our students to create their own art in the same style.

The performing arts are another area in which all students have multiple opportunities for participation. Kindergarten and second grade students learn two songs each month and perform them together in a sing-a-long style during the monthly awards assemblies. In addition to promoting camaraderie among the primary grade levels, learning the songs supports fluency, public speaking, and memorization skills. Fifth and sixth grade students may choose to participate in band during the school day twice a week, and currently 44% of students in these grades participate. The Bobcat Chorus is a volunteer, after school program available to fourth through sixth grade students. Approximately 40 students participate in the chorus. These students perform at assemblies and sixth-grade promotion. Additionally, the PTA sponsors an annual talent show that encourages all students and staff to join in a non-competitive performance environment. The acts represent talent ranging from vocal, dance, and instrumental performances to stand-up comedy, juggling, and dramatic interpretation.

All students participate in physical education weekly using equipment purchased by the PTA. Wiffle balls and catchers, tennis rackets in age-appropriate sizes, flags for flag football, bean bags, and hockey sticks and pucks are enjoyed by our students. Our second-grade students are incorporating music and dance into their weekly physical education time. As they move to the sounds of different genres of music, they are staying fit. The percentage of students in the healthy fitness zone on fifth grade tests exceeds the percentages for the district and the state.

Parent volunteers assist in our annual Skills Day which involves all students performing physical skills such as relay races and team-building games. Parent volunteers also assist in our annual Jog-a-Thon which not only allows every student to be physically active but also serves as a fundraiser. Many students have sponsors that have pledged money for each lap that a student runs. The funds raised are used to provide field trips. The Bobcat Bolts Running Club is a volunteer before school program which is open to all students. Members of the club run or walk laps around the field for 30 minutes Tuesday and Thursday mornings. There is also an opportunity for families to participate on Wednesday evenings and at community running events. Currently, 270 students are members of the club.

Our students' health education is addressed through age-appropriate lessons from the Too Good for Drugs curriculum. These lessons are used to educate all of our students about the dangers of tobacco, alcohol, and drugs and strive to empower them to make good choices for themselves. During Red Ribbon Week, parent volunteers and student leaders decorate the school with red ribbons and posters created by students with a focus on being drug free. Each day during that week, there is a specific topic of awareness to equip our students to make positive choices when confronted with difficult situations. Career Day is held during this week and helps students to be aware of what they can accomplish if they remain drug free.

### **3. Instructional Methods and Interventions:**

Lake Mathews uses a variety of instructional methods to meet the diverse and individual needs of our students. Every grade conducts intervention groups that are focused on specific areas of need in language arts and math. Lessons are designed based on student achievement data and students are instructed in both whole class and flexible small groups. Teachers implement a variety of active engagement strategies, such as productive partnering, that allow students to meet the learning objectives.

Lake Mathews teachers, through their team collaboration and participation in Professional Learning Communities, utilize research-based practices to plan for best first instruction focused on academic rigor, relevance, and engagement. Lessons allow students to demonstrate in-depth mastery of standards using challenging tasks to develop cognitive skills through reflective thought, analysis, problem solving, evaluation, creativity, and innovation. For example, our 5th grade Biography Day, a long term project, involves students reading about, writing about, and becoming a person in American history for a day.

Our Special Education Team meets weekly with administrators to review the progress of students on their current caseloads, as well as how to support students and teachers in the general ed classroom. For example, there is a general education intervention for students who do not qualify for Special Education Speech services, but still need support. They meet in small groups with the Speech - Language Pathologist. During the past two years, 40 students, who would not have received services, have been served and have shown improvement in their speaking abilities. Additionally, as part of our Professional Learning Community, the Special Education Team coordinates with the grade level teachers on the current lessons being taught in the general ed classroom, so that they can support the student in that area during their resource instruction. As a result of this collaboration, for the year 2013 the state API Growth Measurement exceeded the state target by 12 points for the Special Ed subgroup.

We utilize two programs to support our upper grade students who are reading significantly below grade level. These students are assessed and placed with a designated intervention teacher using either the Read 180 or System 44 Reading Comprehension programs. They meet in their small groups every day for 30 minutes utilizing the whole group, independent, and technology components of the programs. To date, we have served 21 students, with a successful exit rate of 33% and improvement rate of more than 90%.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results Narrative Summary:**

For the years 2009-2013, the assessment data reflects an upward trend in the percent of students scoring proficient or advanced on the state tests. In 2013, nearly 78% of all students tested scored proficient or advanced in reading and over 80% were proficient or advanced in math. These scores are above the state and district averages, giving the school a 10 out of 10 ranking in the state. Lake Mathews was one of the first schools in the district to achieve the State API goal of 800 and for 2012 and 2013, the school earned scores above 900.

Despite the overall upward trend in scores for math and language arts for all students, there are subgroups at certain grade levels that need extra attention in order to help close the gap between their scores and the rest of the student population. At some grade levels, our Asian, Hispanic, and socioeconomically disadvantaged students scored 10 or more percentage points below the overall average. In the last 2 years, gains have been made in these subgroups, including a 20 point increase in the reading scores of our Hispanic students.

The success for our students is due to teachers committed to excellent first instruction, collaborative planning, and taking responsibility for all students at a grade level. Intervention groups with specific targeted focus are used based on student assessment data. Progress monitoring is done frequently so groups remain flexible as students gain proficiency. After school intervention has been offered for students needing extra support in reading skills, comprehension, math, and English language development. For our English learners, all teachers have cross-cultural certificates and are trained to provide instructional scaffolding in addition to 30 minutes of targeted English Language development daily.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

Lake Mathews uses a variety of assessment data to analyze and improve student and school performance. Each grade is responsible for its PLN (Priority Learning Needs) and SMART Goals and ensuring that implementation and monitoring occur. Common assessments at each grade level are collected and discussed at weekly Professional Learning Community meetings. In all curricular areas the assessments include a variety of test types aligned with the California Common Core Standards, and each of these assessments includes a written performance task. Other examples are district trimester writing assessments, grammar, vocabulary, spelling, and reading comprehension tests. Students are grouped within the classroom or grade level for additional instruction or enrichment based on these results and teacher observation. These groups are short term and flexible so that instructional time is well utilized to close the achievement gap. For example, in all grades, students are given beginning of the year DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessments. The results show strengths and weaknesses (if any) in each student's phonemic awareness, visual cues, use of context clues, reading comprehension, and fluency. Next, students are placed in approaching grade level, grade level, or beyond grade level small groups. Students with a significant weakness are given extra support in the areas of need. High needs students are progress monitored approximately every three to four weeks and the results are analyzed in grade level meetings and groups are reconfigured according to the data.

Parents are kept abreast of student progress as assessments are sent home weekly. District progress reports are sent home at mid-trimester and at grade levels weekly or monthly updates are shared through written reports or email with suggestions for helping the students at home. Parents also receive state test reports which are interpreted in conferences with teachers and administrators.

## Part VI School Support

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### 1. School Climate/Culture

The creation of a positive community is an ongoing endeavor. The teacher attrition rate from 2012-15 is a mere 3%. This, combined with the low student mobility rate, provides students with a sense of community, having had similar teachers and allowing students to create close bonds with one another. This is clearly evident through cross-grade learning buddies.

At Lake Mathews, we strive to make every student “our student”. Every grade level has students moving between classrooms for various focus groups. Some grades gather together for music or PE, exposing the children to all of the teachers at that grade level. Our 6th grade teachers team teach with one providing the math and science instruction while the other teaches language arts and social studies.

Each year, sixth grade students participate in Student-Led Conferences. Students lead parents through their portfolios of teacher and student selected work samples. They reflect on their work, identify areas of strength and weaknesses, and write goals for themselves for the next trimester. A sense of pride and accomplishment is evident in the students and their parents.

The P.T.A. and parent community support teachers through their volunteer time, financial support for classroom needs, and through teacher appreciation week. Classroom volunteers work with individuals or small groups, assisting with reading fluency and math. Fundraiser money has provided Chromebooks and carts to be used for both instruction and testing.

All staff members are invited to join and participate in the social committee. Once a month potlucks, and personal events such as marriages, family additions, and bereavement are acknowledged.

Student leadership in fifth and sixth grade allows students to contribute to the community in a structured social environment as they plan and implement community service through the fire department “Spark of Love” toy drive, “Wiggles, Wags, and Whiskers” spring pet drive that supports a local pet adoption center, and involvement in the winter program as emcees. The leadership team also plans school spirit days each month.

The entire school participates in monthly awards assemblies for academic excellence and improvement, and for good citizenship. Individual students receive certificates and classrooms earn traveling trophies for Accelerated Reader and First in Math achievements.

Students in need of extra support in the area of social-emotional growth may be invited to small group sessions with a school counselor on a weekly basis. The counselor is part of the school/University of California partnership.

### 2. Engaging Families and Community

Lake Mathews has many opportunities for our families and community to work together to increase student success and improve our school. Many teachers have their own websites and are using Class Dojo (a website and mobile app) which gives students and parents instant feedback about student behavior. In addition, each grade level provides weekly communication, and the school-wide Bobcat newsletter is published each month.

In order to build a sense of community between the families and the school, a Kindergarten orientation and a school-wide Back-to-School Night are held during the first week of school where parents spend time in their children’s classrooms and teachers present the expectations and standards for the upcoming school year. The first Family Math Night was held in the fall of 2014 to help parents learn about the new math standards and mathematical practices. Thirteen teacher volunteers led grade level specific math activities for over 200 students and parents. In the spring, families visit classrooms during Open House to celebrate

the work students have produced.

The English Learner Advisory Committee (ELAC) gives parents a voice in the educational needs of their child. They meet several times a year with the ELAC representative to review programs. The School Site Council is comprised of parents, teachers, and administrators who meet monthly to plan and evaluate programs and use of school funds.

Our students demonstrate their awareness of the needs of others as they make donations on Goodwill collection days and when bringing their gently used shoes to donate to Steppin' On Up, a new charity supported by Lake Mathews. Students also participate in the American Heart Association's Jump Rope for Heart, raising money to donate to the association.

The Child Development Center is a community child care center and preschool adjacent to our campus. The Center provides before and after school care for many students. The preschool teachers consult with our staff regarding kindergarten readiness requirements.

Several events involve the community in educational activities with the students. For example, staff from the Western Municipal Water District present information to our fourth and fifth grade students about water conservation. Another, Read Across America, is held each March in celebration of Theodore Geisel's birthday. At this event, parents and other community members visit classrooms to read various Dr. Seuss books to the students. The school also partners with a local Kiwanis club which donates a dictionary to each 3rd grader.

### **3. Professional Development**

The faculty at Lake Mathews Elementary, in coordination with the Riverside Unified School District, has an abundance of opportunities for professional development available to them.

Our district provided five days of training on the Common Core State Standards. Each grade level attended as a team, which provided further opportunity for collaboration and support. The year before Common Core was implemented, one of our teachers served as the Ambassador for Common Core. She provided updates at our staff meetings, so that teachers could begin preparing in a unified way for the shifts needed to adapt to teaching the new standards.

As a follow-up to these trainings, grade level teams review what they need to support instruction and invite the appropriate Staff Development Specialists to work with them on that topic during their weekly collaboration time. For example, several grades invited the math specialist to conduct Number Talks in each classroom. (This strategy engages students in "mental math" strategies.) The live demonstrations enabled the teachers to observe, question, and implement the strategy within their classroom.

During faculty meetings, the teachers present ideas for further professional development and administration provides the resources and time for on-site training. These areas include presentations on how to use various district supported technologies, mini-lessons on programs such as Step-Up-To-Writing and Kate Kinsella's Academic Vocabulary Toolkit (AVT). Additionally, the Special Ed Instructional Service Specialist has presented on progress monitoring, Response to Intervention (RTI), interventions for behavior modification, and the SST (Student Success Team) process for identifying and supporting students at risk.

There are teachers who are BTSA (Beginning Teacher Support and Assessment) Support Providers for the new teachers in our district who are clearing their credential, including two new teachers at our school. In this role, the Support Providers work with the new teachers in a mentoring capacity on long term planning, teaching methods and lessons, and reflecting on teaching experiences. This ensures that the students are receiving high-quality, standards-based instruction, while their teacher is completing the credential process. Additionally, all of our teachers are certified to teach English as a second language and 61% of our teachers are certified to teach the GATE students.

Lake Mathews' teachers are provided with multiple professional development opportunities, building their capacity to provide the best first instruction as well as providing them with strategies for intervention. All this combines to create an environment for student achievement and overall school improvement.

#### **4. School Leadership**

Our school wide philosophy of “A Community of Excellence - No Limits” is grounded with strong instructional leaders. The principal believes that collaborative leadership and the development of leadership skills in teachers, support staff, and parent volunteers is critical to building a community committed to the success of all students. Grade levels are organized in teams with a teacher leader who has experience at that grade level. Team leaders meet monthly with the principal and assistant principal (a new position this year) to discuss curriculum questions, training needs, and resource allocations based on the question, “What is best for students?” In addition, leadership strategies are part of the discussion and are modeled by the administrators. Risk-taking is encouraged and relationships are nurtured, building trust and allowing everyone to be authentic in their work together.

Team leaders make sure each teacher has the supplies needed to teach, and supports new teachers through the team structure. They organize weekly collaboration meetings targeting the Standards for the Teaching Profession and minutes of the meetings are shared with administration. Team leaders also are empowered to help the team determine the staff development needs of whole teams or individuals. They work with the principal to schedule staff developer visits, design trainings to be held at faculty meetings, and facilitate the attendance of faculty at district trainings offered during the year. Differentiating as needed in staff development supports what teachers are asked to do for students in a classroom - one size does not fit all.

Faculty meetings are held once or twice per month with a focus on professional development opportunities. In addition, the use of resources is discussed and input is invited. This is also the format used with the School Site Council comprised of parents, community members, faculty and staff. Programs, policies, and resources are topics on the agendas for input from the various stakeholders. The focus always remains on the needs of the students. Decisions are framed by what will contribute to the success of all students.

The stability of the school leadership has contributed to building strong relationships with the faculty, staff, and parents who serve as volunteers, on School Site Council, PTA, and as playground supervisors. The leadership goal is to set and maintain high expectations for everyone, no matter their role or position, and to commit the resources to supporting student achievement in a safe and healthy community.

## PART VIII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>CST</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficient and above	85	84	83	82	79
Advanced	65	55	61	47	49
Number of students tested	127	121	122	100	99
Percent of total students tested	100	99	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	72	77	68	76	72
Advanced	43	46	37	38	32
Number of students tested	53	44	38	21	25
<b>2. Students receiving Special Education</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above	76	82	68	88	71
Advanced	60	54	42	32	38
Number of students tested	37	39	38	31	24
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above	94	86	92	100	100
Advanced	89	43	77	86	56
Number of students tested	18	7	13	7	9

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	92	84	87	88	87
Advanced	67	54	64	65	57
Number of students tested	49	56	52	34	47
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** Assessment data for subgroup "Two or more races identified" is not available.



# STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>CST</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficient and above	87	88	73	76	75
Advanced	61	72	46	48	52
Number of students tested	128	116	108	98	116
Percent of total students tested	100	100	100	100	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	82	84	64	63	65
Advanced	44	60	33	47	25
Number of students tested	54	50	33	19	20
<b>2. Students receiving Special Education</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above	86	74	69	65	67
Advanced	55	54	31	48	33
Number of students tested	42	35	35	23	39
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above	67	100	90	100	90
Advanced	50	86	70	67	60
Number of students tested	6	14	10	9	10
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	89	92	80	80	81
Advanced	63	71	59	52	66
Number of students tested	62	49	39	46	53
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** Assessment data for subgroup "Two or more races identified" is not available.

# STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>CST</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficient and above	81	81	78	71	68
Advanced	46	51	39	36	30
Number of students tested	112	100	104	119	107
Percent of total students tested	100	100	100	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	70	81	64	55	61
Advanced	26	43	25	24	18
Number of students tested	46	42	28	29	28
<b>2. Students receiving Special Education</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above	64	84	64	59	53
Advanced	33	46	32	15	16
Number of students tested	33	37	28	41	32
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above	92	100	100	90	93
Advanced	46	57	40	50	50
Number of students tested	13	7	10	10	14
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	74	82	86	86	85
Advanced	36	51	37	60	46
Number of students tested	42	51	49	35	46
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** Assessment data for subgroup "Two or more races identified" is not available.

# STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>CST</u>
<b>All Students Tested/Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficient and above	79	71	74	71	64
Advanced	42	28	45	37	39
Number of students tested	100	109	117	99	91
Percent of total students tested	100	100	99	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	76	51	68	65	62
Advanced	36	17	29	44	29
Number of students tested	42	47	28	23	21
<b>2. Students receiving Special Education</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above	85	63	61	67	62
Advanced	35	28	21	31	31
Number of students tested	40	32	38	32	26
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above	100	88	75	75	83
Advanced	50	50	50	58	50
Number of students tested	6	8	12	12	6
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	82	80	86	78	64
Advanced	55	28	65	38	46
Number of students tested	33	50	51	40	33
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** Assessment data for subgroup "Two or more races identified" is not available.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>CST</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficient and above	75	62	60	67	65
Advanced	37	28	33	29	26
Number of students tested	127	121	122	100	99
Percent of total students tested	100	99	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	55	50	32	52	56
Advanced	17	18	8	5	20
Number of students tested	53	44	38	21	25
<b>2. Students receiving Special Education</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above	62	49	42	58	50
Advanced	24	23	13	16	17
Number of students tested	37	39	38	31	24
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above	94	57	69	86	89
Advanced	50	29	39	29	33
Number of students tested	18	7	13	7	9
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	78	68	65	85	79
Advanced	45	32	39	44	34
Number of students tested	49	56	52	34	47
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** Assessment data for subgroup "Two or more races identified" is not available.



**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>CST</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficient and above	77	81	71	82	74
Advanced	51	60	54	50	47
Number of students tested	128	116	108	98	117
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	69	72	52	74	55
Advanced	43	46	34	37	15
Number of students tested	54	50	33	19	20
<b>2. Students receiving Special Education</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above	67	71	69	65	70
Advanced	45	46	46	48	33
Number of students tested	42	35	35	23	40
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above	100	86	70	100	90
Advanced	33	50	50	56	50
Number of students tested	6	14	10	9	10
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	81	84	85	91	81
Advanced	55	68	72	59	59
Number of students tested	62	49	39	46	53
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** Assessment data for subgroup "Two or more races identified" is not available.

# STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>CST</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficient and above	80	79	70	75	69
Advanced	47	42	38	34	33
Number of students tested	112	100	103	119	107
Percent of total students tested	100	100	99	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	65	74	63	48	57
Advanced	28	24	30	14	25
Number of students tested	46	42	27	29	28
<b>2. Students receiving Special Education</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above	73	76	61	56	63
Advanced	33	38	36	15	22
Number of students tested	33	37	28	41	32
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above	69	100	100	80	86
Advanced	39	14	67	20	43
Number of students tested	13	7	9	10	14
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	83	91	78	92	74
Advanced	52	60	41	49	38
Number of students tested	46	35	49	51	42
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** Assessment data for subgroup "Two or more races identified" is not available.

# STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>CST</u>
<b>All Students Tested/Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficient and above	80	78	83	72	70
Advanced	47	44	41	35	39
Number of students tested	100	109	117	99	91
Percent of total students tested	100	100	99	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	74	62	68	78	62
Advanced	33	28	18	30	24
Number of students tested	42	47	28	23	21
<b>2. Students receiving Special Education</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above	83	75	74	69	69
Advanced	43	31	26	25	35
Number of students tested	40	32	38	32	26
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above	83	75	83	75	83
Advanced	33	50	17	50	33
Number of students tested	6	8	12	12	6
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	91	86	92	75	70
Advanced	61	56	57	43	46
Number of students tested	33	50	51	40	33
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** Assessment data for subgroup "Two or more races identified" is not available.